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ABSTRACT

Content analysis was used to determine the evaluation criteria of high school and college teachers and college seniors in grading essay tests. Content analysis is defined as a way of asking a fixed set of questions unfalteringly of all of a predetermined body of writings, in such a way as to produce quantitative results. Four reponses to a college-level essay examination were sent to a sample of college teachers, secondary school teachers, and college seniors. The repondents graded the essays and wrote reasons for their grades; each essay received grades of A, B, C, D, or F. The ability to answer the question and to exemplify ideas were the two most commonly given criteria related to grading decisions. Other criteria included: organization of content, use of logic, correctness, and proficiency in the mechanics of writing. The four essays used, the survey questionnaires completed by the graders, and the resulting responses are included. (Author/CTM)

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A Study To Determine Through Content Analysis Selected Criteria for Open-End Examinations

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INTRODUCTION

> "It should be recognized that in the area of essay testing, as in most cases of human endeavor, few of the important questions have been answered in any final way" (Coffman, 1971, p. 296).

One important unanswered question in the area of open-end examinations is: What criteria should be used to evaluate an essay test item? This study attempts to provide a partial answer to that question through the content analysis method.

Research in the area of essay examinations tends to deal with either the construction of test items or the scoring of responses. On the subject of constructing an essay test Ahman and Glock (1975) ask the teacher to internalize five considerations:

"1) Relating the essay item to one or more cells of the table of specifications,

2) Sampling the pertinent subject matter adequately,

3) Adapting the essay item to fit the academic background of the pupils to whom it is to be administered,

4) Determining the amount of freedom of response to be allowed each pupil,

5) Establishing a suitable time allotment for the pupil's response" (pp. 131, 132).

Many studies have considered essay scoring procedures primarily in terms of their reliability. These led Coffman (1971) to conclude that "a) different raters tend to assign different grades to the same paper; (b) a single rater tends to assign different grades to the same paper on different occasions; and (c) the differences tend to increase as the essay question permits greater freedom of response" (p. 277). (Finlayson, 1951; Hartog and Rhodes, 1936; Noyes, 1963; Pearson, 1955; Vernon and Millican, 1954)

Conclusions similar to these have prompted textbook writers to suggest practical methods for teachers to use in scoring essay examinations. For example, Ahman and Glock (1975) list four of these suggestions:

"1) Score the pupils response anonymously

2) Score all responses

3) If the spelling, penmanship, grammar, and writing style of the responses are to be scored, it should be done independently of the subject matter content.

4) If the results of the test are extremely important, have at least one other person score the responses independently. If this is not possible, score them a second time yourself, doing so without knowledge of your first judgments" (pp. 139-141).

Some researchers, however, have used the lack of reliable scoring procedures to question the validity of the essay examination as a measure of pupil achievement. Calling attention to the scoring reliability of a single objective test item (in excess of .99), they contend that objective tests are the only reliable and valid measure to use in pupil evaluation (Coffman, 1971).

Most studies which consider scoring criteria do so by asking a sample of raters to consider certain preestablished criteria. For example, Diederich, French, and Carlton (Diederich and Link, 1967; French, 1962) considered five characteristics: ideas, form, flavor, mechanics, and wording. A 1953 study of senior high school essays (Illinois English Bulletin, 1953) used the following criteria:

Quality of treatment
Originality of treatment
Unity
Coherence
Emphasis
Paragraphing
Diction
Grammatical usage
Sentence structure
Spelling
Punctuation

A fundamental assumption of this study is that pre-established scoring criteria negate the possibility of emergent criteria. Emergent criteria stem from giving raters the opportunity to write about essay scoring in an "essay-like" manner. By studying "essays" on essay scoring, a researcher can begin to evolve a set of emergent criteria. The method whereby one could study an "essay" on essay scoring is the content analysis method.

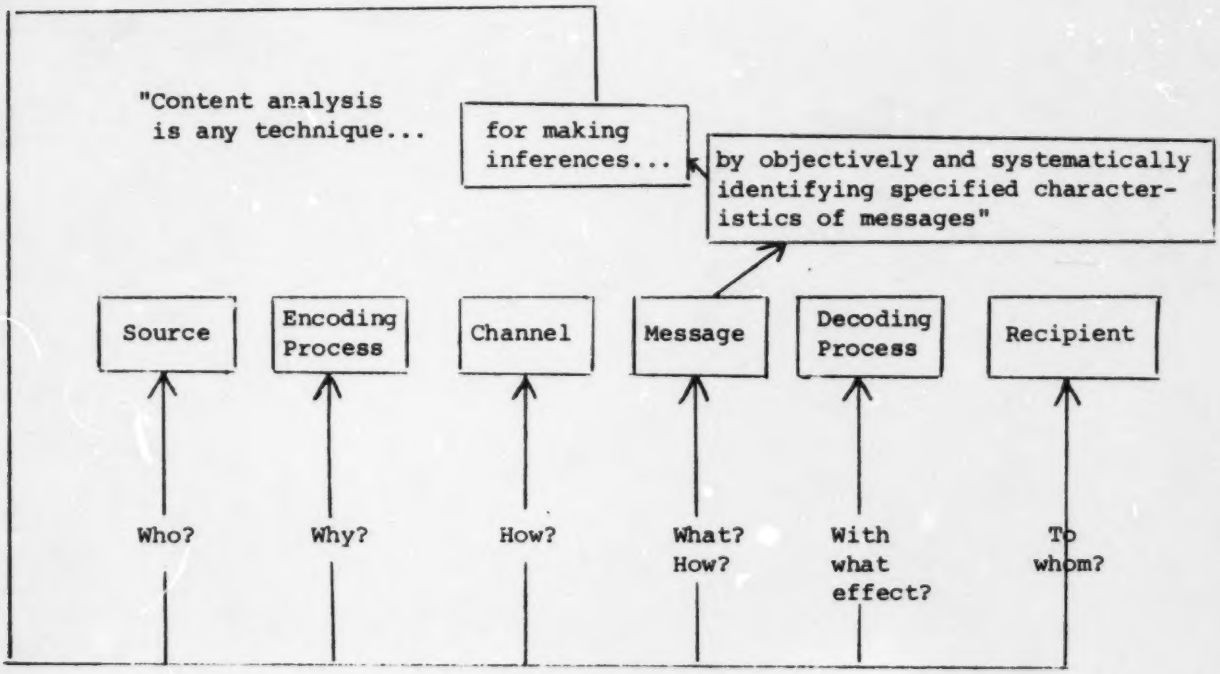
Content Analysis

Content analysis is a research technique which dates from the beginning of the 20th Century. Holsti (1969) defines the technique as "any technique for making inferences by objectively and systematically identifying specified characteristics of messages" (p. 14). Carney (1972) expands the definition when he contends that, "Content analysis is a way of asking a fixed set of questions unfalteringly of all of a predetermined body of writings, in such a way as to produce countable results" (p. 6).

Given a body of writing, then, through content analysis, that body of writing can be broken down into units which may consist of words, sentences, paragraphs, or themes. These units can then be placed in categories for counting purposes. For example a questionnaire which asked the respondent to write a narrative could be subjected to content

analysis (Holsti, 1969; Carney, 1972). The unitized data is then used to make inferences.

The following is an example of content analysis and a communication paradigm: (Holsti, 1969, p. 25)



An actual content analysis framework could take the following form: (Carney, 1972, p. 173)

A FRAMEWORK FOR COMPARING BIOGRAPHIES

WAYS IN WHICH ITEMS ARE HANDLED

CHRONOLOGICAL LIST OF ITEMS	Mentioned? (Yes or No)	No. of times? (or high, medium or low frequency)	Fullness/ skimpiness of mentions?	Error or self-contradiction?	Literary Figures, etc.	Diction: striking or commonplace?	Bias: pro/ con: high/low?	Etc.
Parents								
Childhood								
Adolescence								
First public office								
Etc.								

From a comparison here one can see which items engross most attention.

May well indicate more than simple confusion

Indicates areas about which the writer feels strongly

Converging findings that one item is receiving attention under several of these headings constitute an attention score

What content analysis offers the researcher who studies scoring criteria for essay examinations is a method to observe emergent criteria in the responses of raters.

The Study

To gather data for a content analysis on selected essay test scoring criteria, the researcher selected four responses to an essay examination administered to college seniors. These responses were sent to college instructors in Ohio and Iowa, high school language arts teachers in Ohio and Iowa, and college seniors in Iowa. Each respondent was asked to grade the essays, write reasons for their grades, and write criteria for essay grading in general. The letter describing the study, the four essays used by the respondents, and the questionnaires are included in Appendix A.

The responses provided the body of written material to use in the content analysis. From the actual responses, scoring categories emerged. The following are the emergent criteria:

OVER-ALL COMPETENCIES:	MECHANICAL CONSIDERATIONS
to avoid ambiguity	comprehensive mechanics
to answer the question asked	sentence structure
to organize	use of abbreviations
to exemplify ideas	pronoun antecedents
to avoid opinions	spelling
to use logic	capitalization
to develop a thesis	coherency
to demonstrate use of language	punctuation
to think creatively	paragraphing
to avoid contradiction	unity
	transition

NUMERICAL CONSIDERATIONS	VALUE LADEN CHARACTERISTICS
length of response	correct response
number of reasons	valued response[2]
comparative grading[1]	

The phrases which contained the emergent criteria became the recording units. The tables which illustrate this data are included in Appendix B.[3] The tables which describe the actual grades assigned to the sample essays are included in Appendix C.

Inferences

What inferences regarding grading criteria for open-end examinations can be drawn from this content analysis? The researcher would submit that the following are valid inferences from the available data:

1. The range of grades assigned to the sample essays replicated research which contended that different raters assign different grades to the same essay. Each of the four essays received each of the five possible grades (A-B-C-D-F)

2. Reason Phrases:

   The following were considered to be the five

---

[1]Refers to the rater's comment that the essay was the "best" or "worst" of the group.

[2]Refers to the rater's obvious bias e.g., "The answer is full of bull" or "flippant attempt at humor".

[3]The tables are of two types. The table labeled "Reason Phrases" refers specifically to the reasons the raters gave for their grades on the sample essays. The tables labeled "Criteria Phrases" refer to the specific criteria raters consider when assigning letter grades in general.

most important reasons for assigning a specific grade to the sample essays:

Ohio teachers	Iowa teachers
1. to answer the question asked	1. to answer the question asked
2. to exemplify ideas	2. to organize
3. valued response	3. to exemplify ideas
4. to develop a thesis	4. sentence structure
5. spelling	5. valued response
Ohio professors	**Iowa professors**
1. correct response	1. to exemplify ideas
2. to exemplify ideas	2. to answer the question asked
3. to answer the question asked	3. to use logic
4. to organize	4. to avoid opinion
5. to use logic	5. correct response
Students	**All groups**
1. to exemplify ideas	1. to exemplify ideas
2. to answer the question asked	2. to answer the question asked
3. to organize	3. to organize
4. to use logic	4. correct response
5. sentence structure correct response	5. to use logic

In each of the five groups, the ability to answer the question asked and to organize the response were reasons cited for assigning a grade to an essay test item. The ability to provide specific examples in a logical manner was also considered a reason for assigning a grade by most of the groups; as was the correctness of the response

3. Criteria phrases: The following were considered to be the five most important criteria to use when assigning an essay as "A"

Ohio teachers	Iowa teachers
1. to use logic	1. to organize
2. to exemplify ideas	2. to answer the question asked
3. comprehensive mechanics	3. comprehensive mechanics
4. sentence structure	4. spelling
5. spelling	5. to use logic

Ohio professors	Iowa professors
1. to use logic	1. to organize
2. to answer the question asked	2. to answer the question asked
3. to organize	3. to exemplify ideas
4. correct response	4. to think creatively
5. coherence	5. to use logic

Students	All groups
1. to organize	1. to organize
2. to exemplify ideas	2. to answer the question asked
3. to think creatively	3. to use logic
4. comprehensive mechanics	4. comprehensive mechanics
5. to answer the question asked	5. to exemplify ideas

The following were considered to be the five most important criteria to use when assigning an essay a "B"

Ohio teachers	Iowa teachers
1. to answer the question asked	1. to organize
2. comprehensive mechanics	2. to answer the question asked
3. to organize	3. to use logic
4. to develop a thesis	4. comprehensive mechanics
5. to think creatively	5. to develop a thesis

Ohio professors	Iowa professors
1. valued response	1. to answer the question asked
2. to use logic	2. to organize
3. to exemplify ideas	3. to exemplify ideas
4. to organize	4. to think creatively
5. to answer the question asked	5. comprehensive mechanics

Students	All groups
1. to exemplify ideas	1. to organize
2. comprehensive mechanics	2. comprehensive mechanics
3. to organize	3. to answer the question asked
4. to answer the question asked	4. to exemplify ideas
5. to think creatively to demonstrate the use of language	5. to use logic

The following were considered to be the five most important criteria to use when assigning an essay a "C".

Ohio teachers	Iowa teachers
1. comprehensive mechanics	1. to answer the question asked
2. to answer the question asked	2. to organize
3. to develop a thesis	3. comprehensive mechanics
4. to organize	4. sentence structure
5. to exemplify ideas	5. to develop a thesis

Ohio professors	Iowa professors
1. correct response	1. to answer the question asked
2. to answer the question asked	2. to organize
3. to organize	3. comprehensive mechanics
4. to use logic	4. length of response
5. to exemplify ideas comprehensive mechanics	5. spelling

Students	All groups
1. comprehensive mechanics	1. comprehensive mechanics
2. to exemplify ideas	2. to answer the question asked
3. to answer the question asked	3. to organize
4. to organize	4. to exemplify ideas
5. to think creatively to demonstrate the use of language	5. sentence structure

The following were considered to be the five most important criteria to use when assigning an essay a "D".

Ohio teachers	Iowa teachers
1. comprehensive mechanics	1. to answer the question asked
2. sentence structure	2. to organize
3. to develop a thesis	3. to use logic
4. to organize	4. comprehensive mechanics
5. to answer the question asked	5. to exemplify ideas

Ohio professors	Iowa professors
1. to answer the question asked	1. to answer the question asked
2. comprehensive mechanics	2. to organize
3. to organize	3. comprehensive mechanics
4. to exemplify ideas	4. to exemplify ideas
5. to use logic	5. to avoid contradiction

Students	All groups
1. comprehensive mechanics	1. comprehensive mechanics
2. to exemplify ideas	2. to answer the question asked
3. to organize	3. to organize
4. to answer the question asked	4. to exemplify ideas
5. to demonstrate use of language	5. to use logic
to think creatively	
to avoid opinions	

The following were considered to be the five most important criteria to use when assigning an essay an "F".

Ohio teachers	Iowa teachers
1. to answer the question asked	1. to answer the question asked
2. to develop a thesis	2. to organize
3. comprehensive mechanics	3. comprehensive mechanics
4. to use logic	4. sentence structure
5. to organize	5. spelling

Ohio professors	Iowa professors
1. to answer the question asked	1. to answer the question asked
2. to exemplify ideas	2. comprehensive mechanics
3. comprehensive mechanics	3. to organize
4. correct response	4. to exemplify ideas
5. to organize	5. to avoid contradiction
to use logic	

Students

1. comprehensive mechanics	1. to answer the questions asked
2. to exemplify ideas	2. comprehensive mechanics
3. to answer the question asked	3. to organize
4. to organize	4. to exemplify ideas
5. to avoid opinions	5. to develop a thesis
to demonstrate use of language	to demonstrate use of language
to think creatively	sentence structure

The same criteria used by the respondents as reasons for assigning specific grades emerged when the respondents were asked to list criteria for grades in general. One criteria, that of comprehensive mechanics, emerged among the criteria phrases but not the reason phrases.

Implications for Further Research

To more clearly understand emergent criteria for essay examination grading, researchers must ask, What is meant by "to answer the question asked"; "to organize"; "to exemplify ideas; "to use logic", "to be correct"; "to be proficient in mechanics"? Content analysis of responses to these questions would provide specific criteria.

Armed with a list of specific criteria for assigning grades to open end examinations, raters could perform simple content analysis operations to determine the extent to which respondents meet those criteria.

"...when questions are carefully constructed and focused on performances involving the communication of complex relationships among ideas and when carefully planned scoring procedures designed to minimize systematic and variable scoring error are applied, essay examinations can provide reliable and valid evidence of achievement" (Coffman, 1971, p. 300).

APPENDIX "A"

December 15, 1976

Dear Colleague:

I would very much appreciate your assistance in a project I am completing. I am asking both university professors of education and high school language arts teachers to respond to a series of four essay test question responses.

I selected the four responses from the final examination in a college senior level course entitled Principles and Issues of Secondary Education. The students had one hour to respond to the following question:

> "We doubt that critics, Sputnik, Vietnam, busing, the drug culture, black power, failing referendums, the tax revolt, the free school movement, urban decay, the armaments race, or population explosion will destroy public education (Smith and Cox, p. 1). Refute or defend this statement.

I would appreciate it if you would (1) assign each essay a letter grade (A-B-C-D-F); (2) write three declarative senterces which explain why you gave the essay the specific grade; and (3) complete the grade criteria sheet.

I will be happy to send you more information on this project in the future. Please return the two reply sheets to me in the stamped self addressed envelope. Thank you for your cooperation.

Sincerely,

Elaine F. McNally
Assistant Professor

Enclosure

ESSAY 1

I believe this statement is true. One reason is tradition. our country seems to believe in continuing traditions, and the public school is one of these. A habit of over 100 years is hard to break. Another reason these won't destroy public education is the fact that we've weathered several of them and shown that the public school can change to meet the challenges, albeit slowly and, at times, inefficiently. Alternatives to public education are few (where else would the community get such cheap babysitters?). I honesty feel the majority of parents do not regard the school as a "babysitter", but rather as a resource for their children. They want their children to know how to function in our society, to read, write, do arithmetic, and get along with people. And as long as the parents and community perceive the school as performing this service, they will keep the schools open.

sic

ESSAY 2

I pretty much agree with this statement. I think all the subjects have had an influence on Education but I don't think any of them will destroy it. As a matter of fact, Sputnik was one of the biggest pushes in this country to expand Ed. The U.S. realized that the USSR was ahead of us and we needed to do something about it. Subjects like busing, drug culture, black power and some of the others do have an influence. I think they are all important factors. I think busing is good from the standpoint that it helps equalize education to an extent. Drug culture, urban decay, and Black Power are not good influences but I think that education must and will just teach around them. The free school, I think is a great thing for education, but again it is only for a certain group of individuals. I don't think it is good for all. The population explosion is one facit that has no bearing on education in the US but in other countries, it should expand education to meet the growing demand for it. Education as a whole will not be destroyed by these factors. There is only one thing that will destroy it. That one thing is the federal government. The F. gov. also the State, hold the life line to the public education system. They support it and they can break it. The armament race itself will not destroy public education but if the gov. lets us get into a nucler war, that will destroy it. Taxes will not distroy pub. education as long as the gov. keeps putting the tax mcney back into education. I am a believer that the government made public education. I beleave they are the one that will destroy it.

sic

ESSAY 3

Schools are socially contextual, that is, the purposes schools serve must be drawn from the society in which they exist. I firmly believe this idea and personally do not think that situations (such as were stated in the question) will, nor could they destroy public education.

I will mention, however, that pub. ed. could be updated in several areas and will try to cover these later.

The heart throb of pub ed is people, and society. And for as long as we have these two factors there will remain the ambitions to learn. Within these ambitions drive, there will be schools.

Disturbances, for example, are caused for basically two reasons. (1) People don't understand the situation confronting them, and strive to change course and (2) People do understand but don't care for the reasons for the change and people need education to understand this.

I believe that the life of the school depends entirely upon the school itself and not the society. In order for educ. to survive it must be willing to make changes as the needs occur. They must continuously strive to satisfy the society within which they work and exist. Without helping students to find what they are searching for and what is pertinent to them the school may very well fold over. But, I seriously doubt that all forms of education at all levels will be destroyed. As I mentioned earlier - there will always be someone somewhere that will have the desire to learn. And if by chance pub ed would subside, the library would still be there, Right? Right! And you would have institute where self instruction could still take place.

But the library is an arbitrary example within the situation.

This question, I feel is rather difficult to answer, at least with a concrete and definite description. Public schools have become woven into our society needs and aspirations and are as much a part of our society as moms apple pie, the Star Spangled Banner, and Baseball. And to have pub ed diminish within the U.S. would be like peanuts running for President. People simply wouldn't let it happen.

sic

ESSAY #4

I definitely agree with this statement. In order for individuals to function in our society they must understand what's going on in it. Because that's the only way the individuals in our society will be able to make rational decisions.

I'll admit that we all receive education each day through our various life experiences. But there are two problems that arise here. First, our education is received on a trial and error basis. We're learning through our various mistakes and we're starting from scratch. We're also receiving very little, if any, guidance, instruction. I'll grant that this learning through mistakes is definitely going on today (plus the guidance part); however, because we have schools, our learning is more efficient. Although we learn through our mistakes, we've got instructional guidance.

Second, without public schools, the education through life experiences wouldn't be very well rounded. We'd only be aware of the educational experiences we came in contact with, for the most part. We'd rarely come in contact with, for one example, the government, and would therefore have very little if any, understanding of its functions. How can you make rational judgments of the government if you don't exactly know anything about it? How can you know you have constitutional rights if you've never even hears of the Constitution?

Public schools are necessary to promote a uniform education for our society. As the statement goes, "United we stand, divided we fall." Just imagine how disorganized our society would be if there weren't some systematic way of communication (I'm including books, t.v., radio, newspaper, magazine, etc. and even to some extent people speaking. Although there may be some dialectal differences, basically, in our society, it is English).

Finally public schools are necessary for cultural reasons. The person who is of one social class, race, ethnic group or whatever needs to be aware that there are also others in our society. And he also needs to learn to get along with these others because otherwise feelings of mistrust will follow. I'll grant that there are many feelings of mistrust still prevalent in our society, but they are improving through public education in school, media, and so on. Without this education, the situation would probably be worse.

sic

Please check one

_____ High school English teacher

_____ University professor

Essay #1 Letter Grade ____

Three declarative statements which explain my reason for this grade.

1.

2.

3.

Essay #2 Letter Grade _____

Three declarative statements which explain my reason for this grade.

1.

2.

3.

Essay #3 Letter Grade _____

Three declarative statements which explain my reason for this grade.

1.

2.

3.

Essay #4 Letter Grade _____

Three declarative statements which explain my reason for this grade.

1.

2.

3.

Please check one

_____ High school English teacher

_____ University professor

_____ College senior

GRADE CRITERIA SHEET

Assuming that I asked college seniors to respond to this essay question, the following declarative statements would describe criteria which I believe could be used to determine letter grades.

"A" Essay

1.

2.

3.

4.

5.

"B" Essay

1.

2.

3.

4.

5.

"C" Essay

1.

2.

3.

"C" Essay (Con't)

4.

5.

"D" Essay

1.

2.

3.

4.

5.

"F" Essay

1.

2.

3.

4.

5.

APPENDIX B

REASON PHRASES

	n=6 Ohio Teach.	n=7 Iowa Teach.	n=3 Ohio Prof.	n=6 Iowa Prof.	n=5 Students	n=27 Total
Over-All Competencies:						
to avoid ambiguity	3	1	3	0	0	7
to answer the question asked	14	13	5	7	10	49
to organize	5	13	5	1	9	33
to exemplify ideas	8	13	6	8	16	51
to avoid opinions	4	2	0	4	3	13
to use logic	4	3	4	5	4	20
to develop a thesis	6	2	0	1	0	9
to demonstrate use of language	1	3	0	0	2	6
to think creatively	0	0	0	1	1	2
to avoid contradiction	1	1	0	0	3	3
Mechanical Considerations:						
comprehensive mechanics	4	1	1	1	1	8
sentence structure	5	8	1	0	4	17
use of abbreviation	4	3	0	1	0	8
pronoun antecedents	3	0	0	1	0	4
spelling	6	2	0	1	0	9
capitalization	3	0	0	0	0	3
coherency	4	2	2	0	0	8
punctuation	2	0	0	0	0	2
paragraphing	1	0	0	0	0	1
unity	3	1	0	0	0	4
transitions	1	2	0	0	0	3
Numerical Considerations:						
length of response	2	1	0	1	2	6
number of reasons	0	3	1	0	0	4
comparative grading	0	0	0	2	0	2
Value Laden Characteristics:						
correct response	0	4	11	4	4	23
valued response	7	7	0	0	0	14

"A" CRITERIA PHRASES

	n=6 Ohio Teach.	n=7 Iowa Teach.	n=3 Ohio Prof.	n=6 Iowa Prof.	n=5 Students	n=27 Total
Over-All Competencies:						
to avoid ambiguity	0	0	0	0	0	0
to answer the question asked	2	5	3	3	3	16
to organize	2	8	2	4	5	21
to exemplify ideas	3	2	1	3	5	14
to avoid opinions	0	1	0	1	0	2
to use logic	4	3	4	3	2	16
to develop a thesis	2	2	0	0	1	5
to demonstrate use of language	2	1	0	0	2	5
to think creatively	2	0	0	3	4	9
to avoid contradiction	0	0	0	0	0	0
Mechanical Considerations:						
comprehensive mechanics	3	5	1	2	4	15
sentence structure	3	2	0	0	1	6
use of abbreviations	0	0	0	0	0	0
pronoun antecedants	0	0	0	0	0	0
spelling	3	4	0	1	0	8
capitalization	0	0	0	0	0	0
coherency	1	1	2	0	0	4
punctuation	2	2	0	0	0	4
paragraphing	0	1	0	0	0	1
unity	0	0	0	0	1	1
transition	1	0	0	0	0	1
Numerical Consierations:						
length of response	0	0	0	0	0	0
number of reasons	0	0	0	0	0	0
comparative grading	0	0	0	0	0	0
Value Laden Characteristics:						
correct response	0	1	2	2	0	5
valued response	1	0	0	0	0	1

"B" CRITERIA PHRASES

	n=6 Ohio Teach.	n=7 Iowa Teach.	n=3 Ohio Prof.	n=6 Iowa Prof.	n=5 Students	n=27 Total
Over-All Competencies:						
to avoid ambiguity	0	0	0	0	0	0
to answer the question asked	5	3	2	3	2	15
to organize	4	4	2	3	4	17
to exemplify ideas	2	0	2	2	6	12
to avoid opinions	0	1	0	0	0	1
to use logic	2	3	2	1	1	9
to develop a thesis	3	3	0	0	1	7
to demonstrate the use of language	2	0	0	0	2	4
to think creatively	3	0	0	2	2	7
to avoid contradiction	0	0	0	0	0	0
Mechanical Considerations:						
comprehensive mechanics	5	3	1	2	5	16
sentence structure	2	2	0	0	1	5
use of abbreviations	1	0	0	0	0	1
pronoun antecedents	0	0	0	0	0	0
spelling	0	1	0	1	0	2
capitalization	0	0	0	0	0	0
coherency	1	0	0	0	0	1
punctuation	1	0	0	0	0	1
paragraphing	0	0	0	0	0	0
unity	1	0	0	0	1	2
transitions	0	0	0	0	0	0
Numerical Considerations:						
length of response	0	0	0	0	0	0
number of reasons	0	0	0	0	0	0
comparative grading	0	2	1	0	0	3
Value Laden Characteristics:						
correct response	0	0	1	1	0	2
valued response	0	1	3	0	0	4

"C" CRITERIA PHRASES

	n=6 Ohio Teach.	n=7 Iowa Teach.	n=3 Ohio Prof.	n=6 Iowa Prof.	n=5 Students	n=27 Total
Over-All Competencies:						
to avoid ambiguity	0	0	0	0	0	0
to answer the question asked	3	5	2	3	3	16
to organize	3	4	2	2	3	14
to exemplify ideas	3	1	2	1	4	11
to avoid opinions	0	2	0	0	0	2
to use logic	0	1	2	0	1	4
to develop a thesis	3	3	0	1	0	7
to demonstrate the use of language	1	1	0	0	2	4
to think creatively	2	0	0	0	2	4
to avoid contradiction	0	0	0	1	0	1
Mechanical Considerations:						
comprehensive mechanics	4	4	2	2	5	17
sentence structure	2	4	0	1	1	8
use of abbreviations	1	0	0	0	0	1
pronoun antecedents	0	0	0	0	0	0
spelling	0	2	0	2	0	4
capitalization	0	0	0	0	0	0
coherency	2	0	0	1	0	3
punctuation	0	2	0	0	0	2
paragraphing	0	1	0	0	0	1
unity	1	0	0	0	1	2
transitions	1	0	0	0	0	1
Numerical Considerations:						
length of response	0	0	0	2	0	2
number of reasons	0	0	0	0	0	0
comparative grading	0	0	0	0	0	0
Value Laden Characteristics:						
correct response	0	0	3	0	0	3
valued response	0	0	0	0	0	0

"D" CRITERIA PHRASES

	n=6 Ohio Teach.	n=7 Iowa Teach.	n=3 Ohio Prof.	n=6 Iowa Prof.	n=5 Students	n=27 Total
Over-All Competencies:						
to avoid ambiguity	0	0	0	0	0	0
to answer the question asked	3	6	2	3	2	16
to organize	3	5	2	2	3	15
to exemplify ideas	1	3	2	2	5	13
to avoid opinions	0	1	0	0	2	3
to use logic	1	4	2	0	1	8
to develop a thesis	4	0	0	0	0	4
to demonstrate use of language	0	1	0	0	2	3
to think creatively	2	0	0	0	2	4
to avoid contradiction	1	0	1	2	0	4
Mechanical Considerations:						
comprehensive mechanics	4	4	2	2	5	17
sentence structure	4	1	0	1	1	7
use of abbreviations	0	0	0	0	0	0
pronoun antecedents	0	0	0	0	0	0
spelling	0	1	0	1	0	2
capitalization	0	0	0	0	0	0
coherency	0	0	0	0	0	0
punctuation	0	0	0	0	0	0
paragraphing	0	1	0	0	0	1
unity	0	0	0	0	1	1
transitions	0	0	0	0	0	0
Numerical Considerations:						
length of response	0	0	0	1	0	1
number of reasons	0	0	0	0	0	0
comparative grading	1	0	0	0	0	1
Value Laden Characteristics:						
correct response	0	0	1	1	0	2
valued response	0	0	0	0	0	0

"F" CRITERIA PHRASES

	n=6 Ohio Teach.	n=7 Iowa Teach.	n=3 Ohio Prof.	n=6 Iowa Prof.	n=5 Students	n=27 Total
Over-All Competencies:						
to avoid ambiguity	0	0	0	0	0	0
to answer the question asked	3	5	2	4	2	16
to organize	2	4	1	2	2	11
to exemplify ideas	0	1	2	2	3	8
to avoid opinions	1	0	0	0	2	3
to use logic	2	0	1	1	0	4
to develop a thesis	3	2	0	0	0	5
to demonstrate use of language	1	2	0	0	2	5
to think creatively	1	0	0	0	2	3
to avoid contradiction	0	0	0	2	0	2
Mechanical Considerations:						
comprehensive mechanics	3	3	2	2	4	14
sentence structure	1	3	0	0	1	5
use of abbreviations	0	0	0	0	0	0
pronoun antecedents	0	0	0	0	0	0
spelling	1	3	0	0	0	4
capitalization	0	0	0	0	0	0
coherency	0	1	0	0	0	1
punctuation	0	1	0	0	0	1
paragraphing	0	1	0	0	0	1
unity	0	0	0	0	1	1
transitions	0	0	0	0	0	0
Numerical Considerations:						
length of response	0	1	0	1	0	2
number of reasons	0	0	0	0	0	0
comparative grading	0	0	0	0	0	0
Value Laden Characteristics:						
correct response	0	0	2	1	0	3
valued response	1	1	0	0	0	2

APPENDIX C

LETTER GRADES

	A	B	C	D	F	No Report
Essay 1						
Iowa Professor		1	1	2		2
Ohio Professor		1	2			
Iowa Teacher	1		2	3	1	
Ohio Teacher			2	2	2	
Student		1	4			
Total	1	3	11	6	3	2
Essay 2						
Iowa Professor		1	1	2		2
Ohio Professor			1	2		
Iowa Teacher		1	1	4	1	
Ohio Teacher			3	1	2	
Student	1	2	2			
Total	1	4	8	9	3	2
Essay 3						
Iowa Professor			3	1		2
Ohio Professor			1	2		
Iowa Teacher		1	2	3	1	
Ohio Teacher			1	2	3	
Student	1	2	2			
Total	1	3	9	8	4	2
Essay 4						
Iowa Professor		2	2			2
Ohio Professor		2		1		
Iowa Teacher	2	1	1	1	2	
Ohio Teacher		1	1	2	2	
Student	2	2	1			
Total	4	8	5	4	4	2

LETTER GRADES

	Range	Mode
Essay 1		
Iowa Professor	B-D	D
Ohio Professor	B-C	C
Iowa Teacher	A-F	D
Ohio Teacher	C-F	C,D,F
Student	B-C	C
All	A-F	C
Essay 2		
Iowa Professor	B-D	D
Ohio Professor	C-D	D
Iowa Teacher	B-F	D
Ohio Teacher	C-F	C
Student	A-C	B,C
All	A-F	D
Essay 3		
Iowa Professor	C-D	C
Ohio Professor	C-D	D
Iowa Teacher	B-F	D
Ohio Teacher	C-F	F
Student	A-C	B,C
All	A-F	C
Essay 4		
Iowa Professor	B-C	B,C
Ohio Professor	B-D	B
Iowa Teacher	A-F	A,F
Ohio Teacher	B-F	D,F
Student	A-C	A,B
All	A-F	B

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